DOCUMENT RESUME

ED 298 474 CS 009 333

TITLE	Implementation Handbook for the Comprehensive Reading Program.
INSTITUTION	Chicago Board of Education, Ill.
PUB DATE	87
NOTE	53p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Elementary Education; Program Guides; *Program Implementation; Reading Improvement; *Reading Instruction; *Reading Programs; Reading Skills; Remedial Reading
IDENTIFIERS	Chicago Public Schools IL; Education Consolidation and Improvement Act 1981

ABSTRACT

This handbook describes the procedures for implementing the Comprehensive Reading Program of the Chicago Public Schools, a reading program for all students in kindergarten through grade 8 which is consistent with the goals established by the Illinois State Board of Education. Intended as a guide for staff and as an aid in staff development activities, the handbook is designed to serve as a basis for implementation of the regular reading program as well as programs of reading instruction for special education students, limited-English-proficient students, and students in the Education Consolidation and Improvement Act Chapter 1 and other funded programs. The handbook presents the expected learning objectives, program components, implementation procedures (including placement, reading time allotment, grouping for instruction, instructional strategies and materials, and the role of the library program), and the management and monitoring system for each level. (MM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED298474

CHICAGO PUBLIC SCHOOLS
Manford Byrd, Jr.
General Superintendent of Schools

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Margaret Harrigan
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Implementation Handbook for the Comprehensive Reading Program

Implementation Handbook
for the Comprehensive Reading Program
of the Chicago Public Schools

Manford Byrd, Jr.
General Superintendent of Schools

BOARD OF EDUCATION
CITY OF CHICAGO

BOARD OF EDUCATION OF THE
CITY OF CHICAGO

Frank W. Gardner, President
William M. Farrow, Vice President

Clark Burrus
Linda G. Coronado
Frances C. Davis
Mattie Hopkins
George Muñoz
Patricia M. O'Hern
Michael Penn
Myrna Salazar
Winnie Slusser

Approved by
BOARD OF EDUCATION
OF THE CITY OF CHICAGO
Board Report No. 85-0814-ED18
August 14, 1985

© 1985 by the Board of Education of the City of Chicago
All rights reserved
Printed in the United States of America
Revised 1987

CONTENTS

Preface..... v

Acknowledgments..... vii

Introduction..... 1

Program Description..... 3

Implementation Procedures..... 4

- Placement..... 4
- Reading Time Allotment..... 4
- Grouping for Instruction..... 4
- Reading Instructional System..... 5
- Instructional Strategies..... 10
- Instructional Materials..... 15
- Role of the Library Program..... 15

Learning Objectives..... 16

- Pacing and Organization of Objectives..... 16
- Assessment of Achievement..... 17
- Kindergarten - Grade 8..... 18

Special Programs..... 36

- Reading Program for Special Education Students..... 36
- Reading Program for Limited-English-Proficient Students..... 36
- ECIA Chapter 1 Programs..... 37

Management and Monitoring..... 39

Parent Involvement..... 45

Summary..... 46

PREFACE

The Comprehensive Reading Program of the Chicago Public Schools is a complete reading program for all students in kindergarten through grade 8 and is consistent with the goals established by the Illinois State Board of Education. The State Goals for Learning and Sample Learning Objectives (Language Arts) specify that, as a result of their schooling, students will be able to

- read, comprehend, interpret, evaluate, and use written material
- understand the various forms of significant literature representative of different cultures, eras, and ideas

This handbook is designed to serve as a basis for implementation of the regular reading program as well as programs of reading instruction for special education students, limited-English-proficient students, and students in ECIA Chapter 1 and other funded programs. It includes the expected learning objectives, program components, implementation procedures, and the management and monitoring system. The handbook is intended as a guide for staff and as an aid in staff development activities.

ACKNOWLEDGMENTS

OFFICE OF INSTRUCTION SERVICES

Margaret M. Harrigan
Associate Superintendent

DEPARTMENT OF CURRICULUM

William H. Finch
Assistant Superintendent

BUREAU OF CURRICULUM DEVELOPMENT

Dorothy A. Conroy
Margaret M. McMaster
Diana Washington Rochon
Norma Lopez Schiller

BUREAU OF LANGUAGE ARTS

Mattie Claybrook Williams
Director

BUREAU OF MANAGEMENT, PRODUCTION, AND DISTRIBUTION

B. Barton Gallegos
Director

Sincere appreciation is expressed to administrators, principals, teachers, parents, and community representatives for their efforts in the preparation of this publication.

It is the policy of the Board of Education of the City of Chicago not to discriminate on the basis of race, color, creed, national origin, religion, age, handicap unrelated to ability, or sex in its educational program or employment policies or practices.

Inquiries concerning the application of Title IX of the Education Amendments of 1972 and the regulations promulgated thereunder concerning sex discrimination should be referred to the Title IX Coordinator, Board of Education of the City of Chicago, 1819 West Pershing Road, Chicago, Illinois 60609.

INTRODUCTION

The goal of a complete reading program is to enable students to master those competencies which will make them motivated, independent readers capable of critical and reflective thinking. A comprehensive reading program is broad in scope and focuses on the interrelation of the four strands of the language arts: listening, speaking, reading, and writing. Formal reading instruction should be an organized, systematic, developmental activity. A well-planned program of reading instruction requires the following elements:

- stated standards and criteria on which teachers can base student expectations
- instruments for diagnosing students' strengths and weaknesses
- instructional materials appropriate for a diversity of student needs
- reading materials of literary and personal value
- criterion-referenced tests for assessing student progress
- a management and monitoring system
- parent involvement

The instructional component of the program should be broad enough to accommodate the needs of all children. It should provide for teacher-directed large- and small-group instruction and independent study. The scope of the reading program should provide opportunities for

- developmental reading: step-by-step teaching of reading skills with emphasis on critical thinking strategies
- corrective reading: the immediate reteaching of skills and concepts in which students need improvement
- remedial reading: the reteaching of skills and concepts when students are behind one or more grade levels

- recreational reading: reading that is done for fun and enjoyment

- enrichment reading: additional reading done to extend the students' educational experiences

PROGRAM DESCRIPTION

The Comprehensive Reading Program of the Chicago Public Schools incorporates all the components of a total reading program. It includes developmental reading, corrective reading, remedial reading, recreational reading, and reading for enrichment and is designed to promote critical and reflective thinking. The program at each grade level is based upon the acquisition of skills in prior grades. Reading time allotment for the language arts is uniform throughout grades 1 through 8. In addition, there is a management and monitoring system for each grade level.

IMPLEMENTATION PROCEDURES

Placement

The student's scores on the basal reader placement test, standardized reading tests, criterion-referenced tests, and classroom performance should be used to determine initial placement in the basal reader. (See the Reading Instructional System on page 5.) All students should be placed on their instructional reading level.

Reading Time Allotment

The daily time allotment for grades 1 through 6 shall be a minimum of 90 minutes of instruction in reading. Sixty minutes each day, four days per week, should be devoted to developmental reading. One hour of the five-day schedule should be for recreational or enrichment reading. The additional 30 minutes of the daily reading lesson should be devoted to skill reinforcement, correction, remediation, the development of higher level thinking skills, and related language arts activities. Kindergarten has no specific time allotment, since a flexible schedule is followed at this level. However, there should be at least 45 minutes of reading-related instruction daily. (See the Reading Time Distribution chart on page 6 and the Suggested Elementary School Weekly Time Distribution charts on pages 7 and 8.)

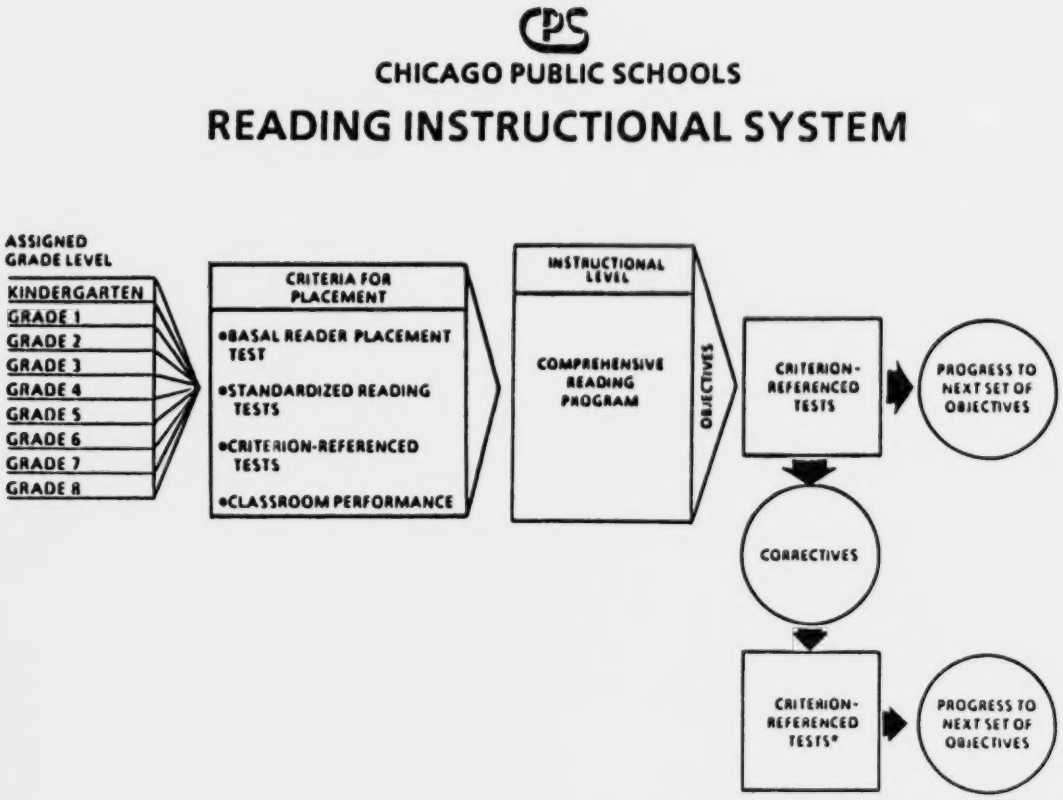
Grouping for Instruction

Students should be grouped for reading on the basis of their instructional levels. When a student's instructional reading level is below the student's assigned grade level, every effort should be made to close the gap. In classes where the majority of the students are on the same instructional level, whole-group instruction may be used. In heterogeneous classes, it may be necessary to have two or three reading groups. (See the diagram for Developmental Reading Groups, page 9.) In some instances, principals may organize the program for reading instruction to minimize the number of groups within individual classrooms.

It is expected that the 30-minute skill emphasis instruction will be taught by using small-group, individualized, or independent study approaches. Grouping should be flexible and based on students' needs. (See the diagram for Skill Groups, page 9.)

Reading Instructional System

This chart of the Reading Instructional System illustrates the process of entry and exit for each level of the Comprehensive Reading Program.



* A student should be retested only on objectives not achieved on the initial test.

CHICAGO PUBLIC SCHOOLS

COMPREHENSIVE READING PROGRAM

Reading Time Distribution Chart

<table>
<tr><th>Time Block</th><th>Day 1</th><th>Day 2</th><th>Day 3</th><th>Day 4</th><th>Day 5</th></tr>
<tr><td>1 Hour</td><td colspan="4">Developmental Reading
(Basal Reader)</td><td>Recreational and Enrichment Reading</td></tr>
<tr><td>30 Minutes</td><td colspan="5">Skill Emphasis
(The use of this time allocation is flexible and should be adjusted to meet student needs.)</td></tr>
</table>

Skill emphasis includes reinforcement, correction, remediation, the development of higher level thinking skills, and related language arts activities. There is additional time for the other language arts strands--listening, speaking, and writing--as indicated on the Suggested Elementary School Weekly Time Distribution chart on pages 7 and 8.

CHICAGO PUBLIC SCHOOLS

SUGGESTED ELEMENTARY SCHOOL WEEKLY TIME DISTRIBUTION

SUBJECT AREA	WEEKLY TIME DISTRIBUTION IN MINUTES								
	Kg*	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
LANGUAGE ARTS (Listening, Speaking, Reading, Writing, Spelling, Handwriting)		820	800	720	645	605	515	515	515
MATHEMATICS		240	240	240	240	240	265	265	265
SOCIAL STUDIES		80	100	140	175	175	200	200	200
SCIENCE		75	75	120	120	160	200	200	200
ART		65	65	60	60	60	60	60	60
MUSIC		60	60	60	60	60	60	60	60
PHYSICAL EDUCATION		60	60	60	80	80	80	80	80
HEALTH AND SAFETY EDUCATION		40	40	40	40	40	40	40	40
LIBRARY SCIENCE		60	60	60	80	80	80	80	80

This time schedule provides time allotments to implement the citywide instructional program contained in the curriculum guides for each subject area. Subdivisions of the subjects listed above and detailed descriptions of the content to be taught are found in the curriculum guides. The suggested time allotments are to be used as a guide to plan schedules which make it possible to develop a program of instruction which meets the needs of the students in each class.

*Kindergarten has no specific time allotment, since a flexible schedule is followed at this level. The school instructional program should focus on basic skills development in language arts and mathematics, with a minimum of 45 minutes per day in reading-related instruction. An appropriate emphasis on social studies and science concepts should be included. Music and art activities are an integral part of kindergarten instruction. Also important are activities designed to enhance physical development, social-emotional development, and self-help skills as well as personal health and safety.

CHICAGO PUBLIC SCHOOLS

ELEMENTARY SCHOOL WEEKLY TIME DISTRIBUTION

El. 108 (Rev. 8-87)
Com. No. 188

Teacher _____ Grade _____ Room _____

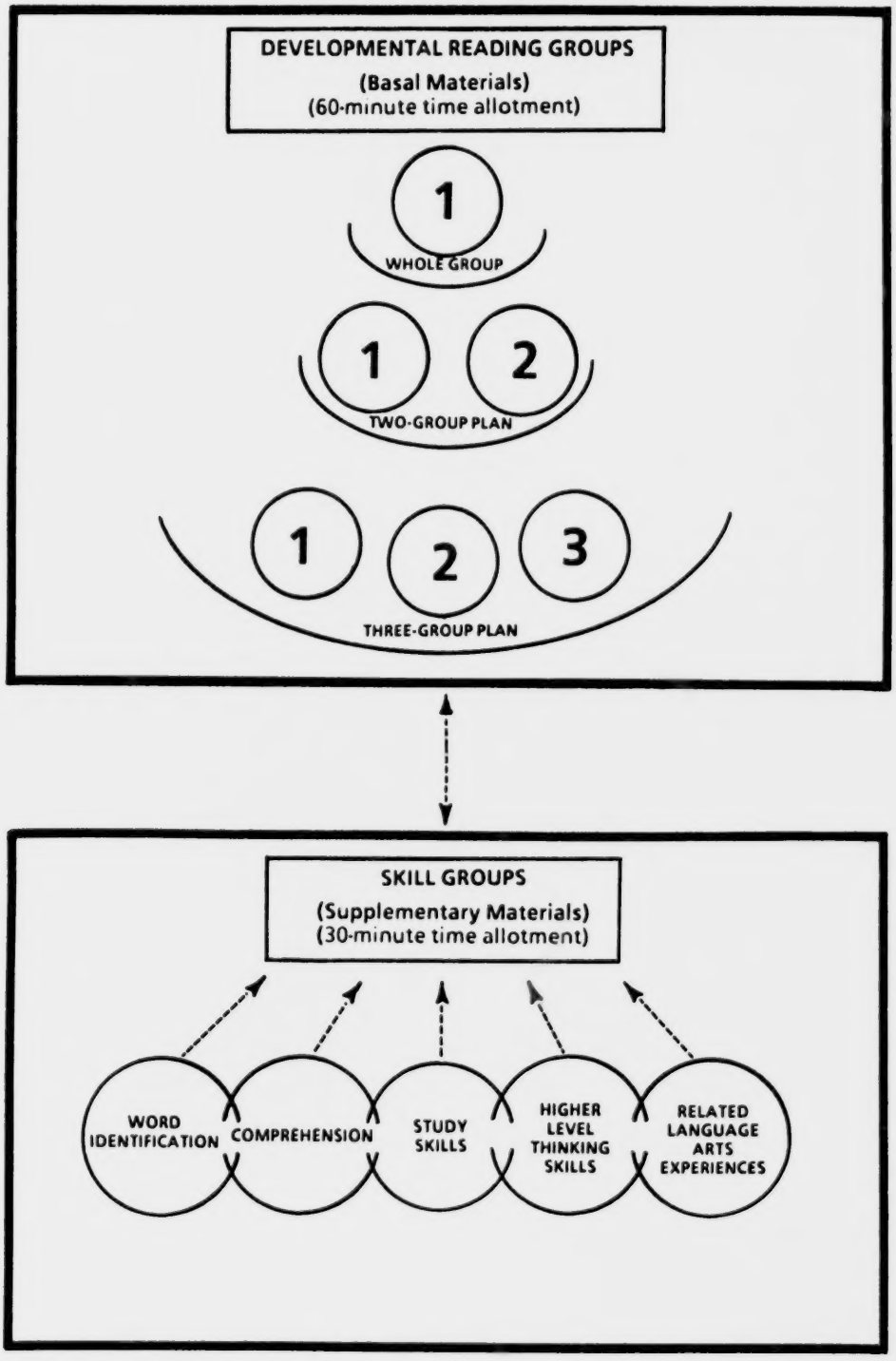
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

SUMMARY

SUBJECT AREA	MINUTES PER WEEK
LANGUAGE ARTS	
MATHEMATICS	
SOCIAL STUDIES	
SCIENCE	
ART	
MUSIC	
PHYSICAL EDUCATION	
HEALTH AND SAFETY EDUCATION	
LIBRARY SCIENCE	

This form shall be posted in each classroom.

GROUPING PATTERNS



Instructional Strategies

Students should be engaged in reading activities consistent with their instructional level. Teachers are expected to follow the basal reader manual and to use a directed reading approach in developmental reading lessons. To facilitate this type of instruction, methods such as the Directed Reading Lesson (DRL) and the Directed Reading Thinking Activity (DRTA) are commonly used.

The DRL, as found in most basals, is used to guide the students through each phase of the reading lesson. The initial stage prepares the students to read by motivating interest, providing background information, and teaching unfamiliar words. The next phase involves guided reading of the story, discussion of the content, and rereading to answer comprehension questions. The final stage includes expansion of skill development and enrichment and recreational activities.

The DRTA emphasizes the use of questioning strategies that require students to predict story events before reading and to test their predictions by reading further. The students may write their predictions at various stages to establish a reading and writing connection.

In addition, recent research on reading and thinking emphasizes the importance of the teacher as one who helps students to translate, interpret, analyze, and process information. When planning instruction for developmental and enrichment reading, teachers should craft questions along a continuum and should pay careful attention to the cognitive processes that their questions are likely to exercise.

It is useful to think of teacher questioning in terms of three levels.

Level I	Gathering and Recalling Information
Level II	Making Sense of Gathered Information
Level III	Applying and Evaluating Information

The three levels of questioning, their purposes, the cognitive behaviors that they elicit, and examples appear on the following pages. Teachers should examine and view these examples as models.

LEVEL I Questions and Behaviors

Purpose: To cause the student to gather information by recalling it from short- and long-term memory

Behaviors:

completing	identifying	observing
counting	listing	reciting
defining	matching	scanning
describing	naming	selecting

Examples:

Questions	Behavior
In Little House in the Big Woods by Laura Ingalls Wilder, how was a trundle bed described?	describing
Name foods eaten by the Ingalls family which are not common today.	naming
How did Pa Ingalls clean and load his gun?	observing
Recite the verse which describes the different chores Ma did each day of the week.	reciting

LEVEL II Questions and Behaviors

Purpose: To cause the student to process the information gathered/recalled

Behaviors:

analyzing	distinguishing	planning
classifying	grouping	sequencing
comparing	inferring	synthesizing
contrasting	organizing	translating

Examples:	Question	Behavior
	In Little House in the Big Woods, how were Mary and Laura Ingalls different from each other in appearance, behavior, and relationships with people?	contrasting
	Explain what Pa meant when he said to Laura, "I see that either one of you has more sense than the man who cut two cat-holes in his door."	translating
	What characteristics did Pa possess that helped his family survive?	analyzing
	Why did Laura think that Mary's sweet, unrumpled, and clean appearance was unfair?	inferring

LEVEL III Questions and Behaviors

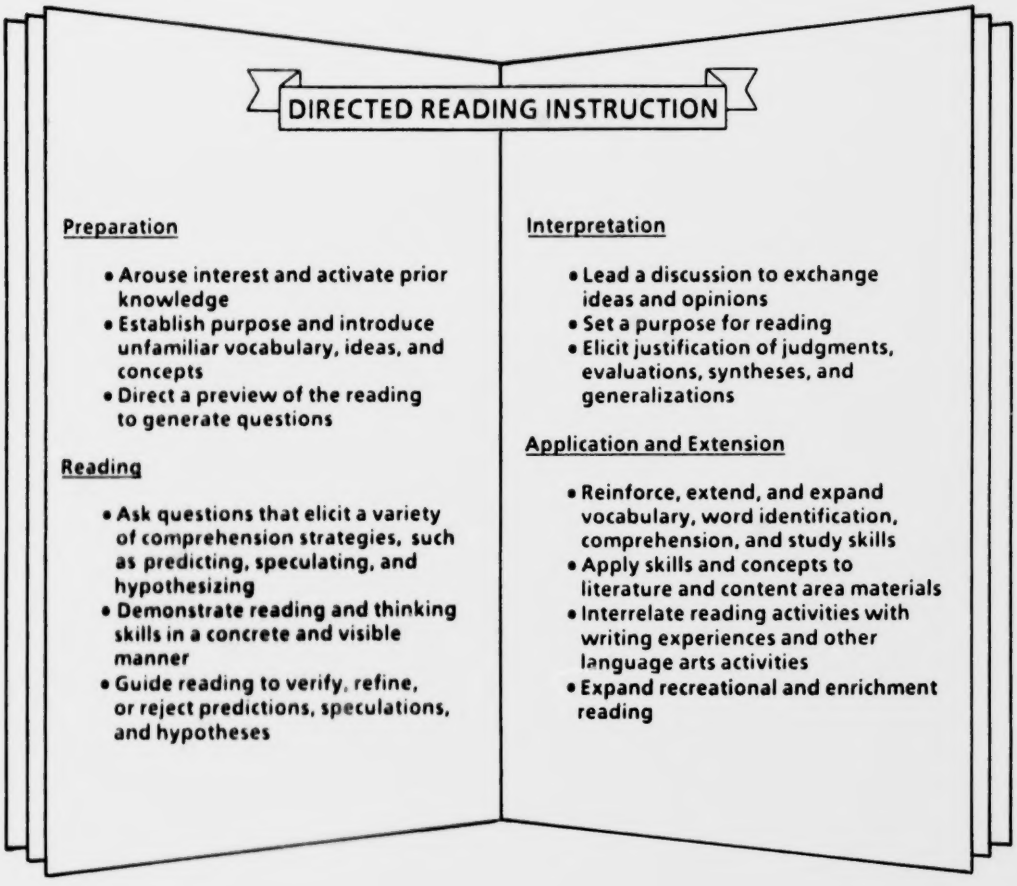
Purpose:	To cause the student to make and defend a judgment; to cause the student to expose a value system; to cause the student to use and apply information in novel or hypothetical situations	
Behaviors:	applying a principle	imagining
	evaluating	judging
	generalizing	predicting
	hypothesizing	speculating

Examples:	Question	Behavior
	In Little House in the Big Woods, which of the two parents sacrificed more to live in the wilderness?	judging
	How would the life-styles of today affect the Ingall's family relationships?	speculating
	Why was Charlie called a liar by Pa when he did not make a false statement?	applying a principle
	What was the greatest challenge to survival faced by the Ingalls family?	evaluating

In addition to participating in the basal reading program, students should read a wide range of materials, including content area books, news articles, periodicals, poetry, prose, drama, and short stories. A variety of strategies may be used to stimulate student interest in reading. Some suggestions are

- book reports
- bulletin boards and displays
- classroom libraries
- dramatizations
- improvisations
- oral reading
- role playing
- speeches
- story starters

The teaching of reading should be interrelated with the teaching of the other strands of the language arts: listening, speaking, and writing. Every effort should be made to teach the application of reading and other language arts skills in context. The knowledge and skills outlined in the Comprehensive Reading Program should be developed, applied, and extended throughout the curriculum.


DIRECTED READING INSTRUCTION
Preparation
• Arouse interest and activate prior knowledge
• Establish purpose and introduce unfamiliar vocabulary, ideas, and concepts
• Direct a preview of the reading to generate questions
Reading
• Ask questions that elicit a variety of comprehension strategies, such as predicting, speculating, and hypothesizing
• Demonstrate reading and thinking skills in a concrete and visible manner
• Guide reading to verify, refine, or reject predictions, speculations, and hypotheses
Interpretation
• Lead a discussion to exchange ideas and opinions
• Set a purpose for reading
• Elicit justification of judgments, evaluations, syntheses, and generalizations
Application and Extension
• Reinforce, extend, and expand vocabulary, word identification, comprehension, and study skills
• Apply skills and concepts to literature and content area materials
• Interrelate reading activities with writing experiences and other language arts activities
• Expand recreational and enrichment reading

This model for Directed Reading Instruction incorporates the strengths of three commonly used methods: the Directed Reading Lesson[1], the Directed Reading Thinking Activity[2], and the Model of Intellectual Functioning[3].

[1] William D. Page and Gay Su Pinnell, Teaching Reading Comprehension (Urbana, Ill.: ERIC Clearinghouse of Reading and Communication Skills, National Institute of Education, March 1979), 40-41.

[2] Russell G. Stauffer, The Language-Experience Approach to the Teaching of Reading, 2d ed. (New York: Harper & Row, 1980), 216-28.

[3] Arthur L. Costa, "Teacher Behaviors that Enable Student Thinking," in Developing Minds: A Resource Book for Teaching Thinking edited by Arthur L. Costa (Alexandria, Va.: Association for Supervision and Curriculum Development, 1985), 125-37.

Instructional Materials

Instructional materials should include the following:

- developmental reading program materials chosen from the Approved List of Instruction Materials for elementary school reading, with the basal reader serving as the core of the reading instructional program
- a variety of literary materials
- skill development supplements and corrective reading materials
- functional reading materials, such as manuals, schedules, and forms

Role of the Library Program

The school library program is an integral part of the Comprehensive Reading Program. It must provide a variety of learning resources, extend classroom learning experiences, and promote an interest in reading and a love of books. During the library period, the teacher-librarian must instruct the students in the use of the library and its resources so that the students will develop necessary study and research skills. Reading guidance in content-centered materials must be included to strengthen student application of reading skills. In addition, the use of recreational reading as a worthwhile leisure-time activity must be promoted.

LEARNING OBJECTIVES

Each student is expected to achieve a set of learning objectives developed for each grade level and distributed evenly among the four reporting periods. These objectives have been revised to meet or exceed state guidelines.

There is a high correlation between skill placement in the most commonly used basal readers in the Chicago Public Schools and the grade level of the learning objectives. This correlation ensures that reading will be taught as an integrated process rather than as drill or discrete, isolated skills.

Pacing and Organization of Objectives

Students are to be instructed on the concepts and skills outlined in the learning objectives for each grade on an ongoing basis. However, four objectives will be assessed at the end of each reporting period (see pages 18-35). These four learning objectives may be reordered for the purposes of pacing and organizing classroom instruction.

The learning objectives are taught through the developmental reading lessons of the basal reader. Students who demonstrate achievement of the learning objectives progress to the next set in the sequence. Those students who do not demonstrate achievement on a set of objectives are programmed into teacher-selected correctives and are retested. These students then proceed to the next set of objectives.

Assessment of Achievement

Achievement of objectives will be measured by citywide criterion-referenced tests. These tests are to be administered at the end of each reporting period.

CHICAGO PUBLIC SCHOOLS
COMPREHENSIVE READING PROGRAM
LEARNING OBJECTIVES

GRADE	LEARNING OBJECTIVES	MINIMUM PERFORMANCE
K	16	13
1	16	13
2	16	13
3	16	13
4	16	13
5	16	13
6	16	13
7	16	13
8	16	13
Total	144	117

KINDERGARTEN

First Reporting Period

Strand	Objective	Testing Focus
(C/L)	1. Identifies characters and settings	Oral stories, poems, and pictures
(WI)	2. Recognizes likenesses and differences	Shapes, sizes, and letters
(C)	3. Recognizes relationships: location, time, and order	Pictures
(C)	4. Completes patterns	Shapes, letters, and words

Second Reporting Period

Strand	Objective	Testing Focus
(WI)	5. Identifies rhyming words	Oral words and pictures
(C)	6. Identifies details	Oral stories and pictures
(C)	7. Classifies items	Pictures
(C)	8. Recognizes sequence	Oral stories and pictures

Strands: WI--Word Identification, C--Comprehension, SS--Study Skills, L--Literature

KINDERGARTEN

Third Reporting Period

Strand		Objective	Testing Focus
(WI)	9.	Recognizes upper- and lower-case letters	Oral and written letters
(SS)	10.	Identifies parts of a book	Facsimiles of front and back cover, pages, and illustrations
(C)	11.	Associates meaning with print	Written words and pictures
(C)	12.	Draws conclusions	Oral stories and pictures

Fourth Reporting Period

Strand		Objective	Testing Focus
(WI)	13.	Associates initial consonant sounds with letters	Letters, oral and written words, and pictures
(C)	14.	Identifies main idea	Oral stories and pictures
(C/L)	15.	Distinguishes reality from fantasy	Oral stories and pictures
(C)	16.	Makes predictions	Oral stories and pictures

Strands: WI--Word Identification, C--Comprehension, SS--Study Skills, L--Literature

GRADE 1

First Reporting Period

Strand		Objective	Testing Focus
(WI)	1.	Associates initial and final consonant sounds with letters	Pictures, letters, oral and written words
(C)	2.	Identifies sequence	Oral stories and pictures
(C)	3.	Identifies details	Oral stories, poems, and pictures
(C/L)	4.	Identifies characters, setting, and mood of the story	Oral stories, poems, and pictures

Second Reporting Period

Strand		Objective	Testing Focus
(C)	5.	Follows written directions	Written sentences and pictures
(C)	6.	Recognizes cause and effect relationships	Oral stories and pictures
(C)	7.	Makes predictions	Oral stories and pictures
(C)	8.	Compares and contrasts information	Pictures, oral and written words, phrases, or sentences

Strands: WI--Word Identification, C--Comprehension, SS--Study Skills, L--Literature

GRADE 1

Third Reporting Period

Strand		Objective	Testing Focus
(C)	9.	Identifies main idea	Written stories
(WI)	10.	Associates consonant blends and consonant digraphs with sounds	Letters, oral and written words, and pictures
(C)	11.	Draws conclusions	Written stories
(SS)	12.	Obtains information from visual aids	Calendars, charts, and maps

Fourth Reporting Period

Strand		Objective	Testing Focus
(WI)	13.	Recognizes long and short vowel sounds	Oral and written words and pictures
(WI)	14.	Recognizes plural forms, inflectional endings, compound words, and contractions	Written words and sentences
(SS)	15.	Locates information in parts of a book	Facsimiles of title page and table of contents
(SS)	16.	Applies alphabetical order	Written words

Strands: WI--Word Identification, C--Comprehension, SS--Study Skills, L--Literature

GRADE 2

First Reporting Period

Strand		Objective	Testing Focus
(WI)	1.	Identifies base words and affixes	Words and sentences
(C)	2.	Identifies the explicit main idea	Paragraphs
(C)	3.	Identifies details	Paragraphs
(C)	4.	Determines sequence	Stories and content area selections

Second Reporting Period

Strand		Objective	Testing Focus
(WI)	5.	Identifies vowel digraphs, diphthongs, and r-controlled vowels	Words and phrases
(C)	6.	Identifies synonyms, antonyms, and homonyms	Sentences
(C)	7.	Identifies cause and effect relationships	Paragraphs
(C/L)	8.	Identifies character traits, setting, and mood of the story	Stories and plays

Strands: WI--Word Identification, C--Comprehension, SS--Study Skills, L--Literature

GRADE 2

Third Reporting Period

Strand		Objective	Testing Focus
(WI)	9.	Identifies variant and silent consonants	Words, phrases, and sentences
(C)	10.	Identifies word meaning from context	Sentences and paragraphs
(C)	11.	Draws conclusions	Stories and riddles
(SS)	12.	Obtains information from visual aids	Maps and charts

Fourth Reporting Period

Strand		Objective	Testing Focus
(WI)	13.	Identifies words with common consonant-vowel patterns	Words
(WI)	14.	Recognizes plural and possessive forms	Words and sentences
(C/L)	15.	Distinguishes reality from fantasy	Paragraphs and stories
(SS)	16.	Uses a glossary or dictionary for word meaning	Excerpts from glossary or dictionary

Strands: WI--Word Identification, C--Comprehension, SS--Study Skills, L--Literature

GRADE 3

First Reporting Period

Strand		Objective	Testing Focus
(C)	1.	Identifies explicit main idea	Literature and content area selections
(C/L)	2.	Identifies author's purpose: inform, instruct, persuade, entertain	Selections
(C)	3.	Determines cause and effect relationships	Literature and content area selections
(C/L)	4.	Compares character traits and settings	Selections

Second Reporting Period

Strand		Objective	Testing Focus
(C/L)	5.	Recognizes figurative language: simile, personification, and onomatopoeia	Selections
(C)	6.	Infers main idea	Selections
(C)	7.	Determines sequence	Literature and content area selections
(C)	8.	Draws conclusions	Literature and content area selections

Strands: WI--Word Identification, C--Comprehension, SS--Study Skills, L--Literature

GRADE 3

Third Reporting Period

Strand		Objective	Testing Focus
(C)	9.	Identifies denotative and connotative meanings of words	Sentences and paragraphs
(C)	10.	Summarizes information	Literature and content area selections
(C)	11.	Makes predictions	Literature and content area selections
(SS)	12.	Compares information from visual aids	Maps, charts, and graphs

Fourth Reporting Period

Strand		Objective	Testing Focus
(C)	13.	Identifies facts and opinions	Selections
(C)	14.	Infers meaning from the structure of a word	Sentences and paragraphs
(SS)	15.	Uses a dictionary for pronunciation and word meaning	Excerpts from dictionaries
(L)	16.	Recognizes literary forms: biographies, autobiographies, folktales, and plays	Selections

Strands: WI--Word Identification, C--Comprehension, SS--Study Skills, L--Literature

GRADE 4

First Reporting Period

Strand		Objective	Testing Focus
(C/L)	1.	Determines character's point of view	Selections
(C/L)	2.	Infers character traits, motives, and mood	Selections
(C)	3.	Makes predictions	Literature and content area selections
(C/L)	4.	Identifies author's purpose: inform, instruct, persuade, entertain	Selections

Second Reporting Period

Strand		Objective	Testing Focus
(C)	5.	Infers word meaning from context	Literature and content area selections
(C)	6.	Identifies explicit and implicit main idea	Selections
(C)	7.	Infers cause and effect relationships	Literature and content area selections
(C)	8.	Draws conclusions	Literature and content area selections

Strands: WI--Word Identification, C--Comprehension, SS--Study Skills, L--Literature

GRADE 4

Third Reporting Period

Strand		Objective	Testing Focus
(SS)	9.	Determines pronunciation, meaning, and origin of words	Excerpts from a dictionary
(C)	10.	Compares and contrasts information	Literature and content area selections
(C/L)	11.	Identifies elements of plot: problem and resolution	Selections
(SS)	12.	Makes generalizations from visual aids	Maps, diagrams, and tables

Fourth Reporting Period

Strand		Objective	Testing Focus
(C/L)	13.	Interprets poetry	Poems
(C)	14.	Differentiates facts from opinions	Selections
(C)	15.	Summarizes information, important ideas, and supporting details	Literature and content area selections
(SS)	16.	Uses library resources	Facsimiles of and excerpts from card catalog and encyclopedia

Strands: WI--Word Identification, C--Comprehension, SS--Study Skills, L--Literature

GRADE 5

First Reporting Period

Strand		Objective	Testing Focus
(C)	1.	Determines denotative and connotative meanings of words and phrases	Paragraphs and selections
(C)	2.	Infers main idea	Selections
(C)	3.	Draws conclusions	Selections
(C)	4.	Infers meaning from the structure of a word	Content area words

Second Reporting Period

Strand		Objective	Testing Focus
(C)	5.	Makes predictions	Literature and content area selections
(C)	6.	Identifies patterns of organization: cause-effect, sequence, and comparison-contrast	Literature and content area selections
(C/L)	7.	Determines author's point of view	Selections
(C/L)	8.	Identifies elements of plot: problem, development, climax, and resolution	Selections

Strands: WI--Word Identification, C--Comprehension, SS--Study Skills, L--Literature

GRADE 5

Third Reporting Period

Strand		Objective	Testing Focus
(C)	9.	Infers meanings from context	Selections
(C/L)	10.	Identifies characteristics of folk literature: myth, tall tale, fable, and fairy tale	Selections
(SS)	11.	Organizes two-level outline	Content area selections
(SS)	12.	Makes generalizations from visual aids	Maps, diagrams, graphs, and time lines

Fourth Reporting Period

Strand		Objective	Testing Focus
(C)	13.	Identifies characteristics of expository literature	News stories, essays, autobiographies, biographies, and reviews
(C)	14.	Recognizes techniques of persuasion	Selections
(C)	15.	Identifies information through functional reading	Excerpts from manuals, forms, and schedules
(SS)	16.	Uses library resources	Facsimiles of and excerpts from dictionary, card catalog, encyclopedia, and atlas

Strands: WI--Word Identification, C--Comprehension, SS--Study Skills, L--Literature

GRADE 6

First Reporting Period

Strand		Objective	Testing Focus
(C)	1.	Infers meaning from the structure of a word	Selections
(C/L)	2.	Draws conclusions	Selections
(C)	3.	Infers main idea from patterns of organization: cause-effect, sequence, and comparison-contrast	Selections
(C/L)	4.	Infers themes	Selections

Second Reporting Period

Strand		Objective	Testing Focus
(C/L)	5.	Interprets poetry: figurative language	Poems
(C/L)	6.	Identifies symbolism	Poems and other selections
(C/L)	7.	Determines character traits and motives	Literature selections
(SS)	8.	Obtains information from reference sources	Excerpts from encyclopedia, atlas, dictionary, thesaurus, and almanac

Strands: WI--Word Identification, C--Comprehension, SS--Study Skills, L--Literature

GRADE 6

Third Reporting Period

Strand		Objective	Testing Focus
(C)	9.	Infers word relationships in analogies	Paired sets of words
(C)	10.	Identifies author's purpose: inform, instruct, persuade, entertain	Essays, editorials, interviews, letters, advertisements, and cartoons and other graphics
(C)	11.	Compares and contrasts points of view	Selections
(SS)	12.	Makes generalizations from visual aids	Maps, graphs, tables, and diagrams

Fourth Reporting Period

Strand		Objective	Testing Focus
(C)	13.	Interprets functional information	Schedules, forms, and excerpts from pamphlets
(C)	14.	Summarizes information	Selections
(C/L)	15.	Infers meaning from context	Prose and poetry
(C/L)	16.	Identifies characteristics of various forms of fiction: science fiction, historical fiction, realistic fiction, and folk literature	Selections

Strands: WI--Word Identification, C--Comprehension, SS--Study Skills, L--Literature

GRADE 7

First Reporting Period

Strand		Objective	Testing Focus
(C)	1.	Infers meaning from context	Literature and content area selections
(C/L)	2.	Makes judgments about characters' traits and motives	Selections
(C)	3.	Draws conclusions	Literature and content area selections
(C/L)	4.	Infers themes	Prose and poetry

Second Reporting Period

Strand		Objective	Testing Focus
(C)	5.	Determines denotative and connotative meanings	Selections
(C)	6.	Makes predictions	Selections
(C)	7.	Infers word relationships in analogies	Paired sets of words
(C)	8.	Infers main idea from patterns of organization: cause-effect, sequence, and comparison-contrast	Selections

Strands: WI--Word Identification, C--Comprehension, SS--Study Skills, L--Literature

GRADE 7

Third Reporting Period

Strand		Objective	Testing Focus
(C)	9.	Detects biased viewpoints	Selections
(C)	10.	Summarizes information	Selections
(C)	11.	Uses functional information	Schedules, labels, forms, and excerpts from pamphlets
(SS)	12.	Compares information from visual aids	Maps, tables, graphs, diagrams, and time lines

Fourth Reporting Period

Strand		Objective	Testing Focus
(C/L)	13.	Identifies characteristics of poetic forms: ballad, haiku, limerick, and free verse	Poetry
(C/L)	14.	Determines author's purpose: inform, instruct, persuade, or entertain	Selections
(SS)	15.	Organizes a three-level outline	Selections
(SS)	16.	Uses library resources	Facsimiles of and excerpts from card catalog, thesaurus, encyclopedia, atlas, and periodicals

Strands: WI--Word Identification, C--Comprehension, SS--Study Skills, L--Literature

GRADE 8

First Reporting Period

Strand		Objective	Testing Focus
(C)	1.	Infers meaning from context	Selections, including poetry
(SS)	2.	Uses research sources	Excerpts from bibliographies and footnotes
(C/L)	3.	Identifies literary devices: flashback, foreshadowing, imagery, sarcasm, irony, humor, figurative language, characterization	Selections
(C/L)	4.	Identifies elements of a short story: setting, plot, character, point of view, theme, and mood	Selections

Second Reporting Period

Strand		Objective	Testing Focus
(C/L)	5.	Interprets symbolism	Selections
(C/L)	6.	Interprets poetry	Poems
(C/L)	7.	Compares themes	Selections
(C)	8.	Draws conclusions about author's point of view	Excerpts from historical fiction and biographies

Strands: WI--Word Identification, C--Comprehension, SS--Study Skills, L--Literature

GRADE 8

Third Reporting Period

Strand		Objective	Testing Focus
(C)	9.	Infers word relationships in analogies	Paired sets of words
(C)	10.	Detects biased viewpoints	Selections
(C/L)	11.	Compares excerpts of literary works from different historical periods	Selections
(C)	12.	Uses functional information	Facsimiles of bills, schedules, time tables, forms, advertisements, and excerpts from manuals

Fourth Reporting Period

Strand		Objective	Testing Focus
(C/L)	13.	Infers conclusions	Selections
(C/L)	14.	Interprets parts of a play	Plays
(C)	15.	Summarizes information from two or more sources	Selections
(SS)	16.	Synthesizes information from visual aids	Maps, tables, graphs, charts, diagrams, and time lines

Strands: WI--Word Identification, C--Comprehension, SS--Study Skills, L--Literature

SPECIAL PROGRAMS

Reading Program for Special Education Students

The Comprehensive Reading Program is intended for all students. Special education students have the same educational, personal, and social needs as all other students. However, the learning objectives of the Comprehensive Reading Program must be modified and adapted to meet the particular needs of special education students. The special education student should be evaluated in accord with the student's Individual Education Program (IEP).

Reading Program for Limited-English-Proficient Students

Limited-English-proficient (LEP) students in bilingual programs should receive instruction in the native language and in English as a second language (ESL). Initial reading skills are developed through native language instruction. The transition of applicable native language reading skills into English and the development of other competencies that are unique to reading in English are facilitated through ESL instruction.

The native language reading program and the ESL reading continuum incorporate the applicable learning objectives of the general program of reading instruction in English. In addition, the native language program contains those key objectives that are unique to reading skill development in the native language. The ESL reading skill continuum contains the key objectives of the general program of reading instruction. It also features additional objectives designed to develop needed oral and written competencies in English.

The reading program for bilingual instructional category A students includes instruction in those native language reading skills which are appropriate to the grade level and the development of skills which are necessary to the introduction of reading in English through ESL. Bilingual program participants should begin reading in English when they have acquired basic reading skills in the native language and when they have developed both a degree of oral proficiency in English and reading-related English oral competencies.

Bilingual instructional category B students continue the mastery of reading skills through native language instruction and transfer these skills into English through ESL instruction. Bilingual instructional category B students who have mastered the appropriate skills in the native language may be introduced to the corresponding skills in the Comprehensive Reading Program.

Bilingual instructional category C students should participate in the Comprehensive Reading Program at their instructional level in English to the greatest extent possible and receive additional reading support in English as a second language and in the native language. Bilingual instructional category C students should be able to make the transition into the reading program in English because, with the exception of the word identification strand, the objectives of the native language reading program correlate to those of the general reading program.

Schools with a small LEP enrollment and without bilingual-endorsed teachers may not be able to provide native language reading instruction for LEP students. The students should receive ESL reading instruction.

Students in bilingual instructional categories A and B shall be evaluated on their performance or achievement in their native language through the use of criterion-referenced tests when such tests exist or by teacher judgment when they do not. Students in bilingual instructional category C shall meet the evaluation criteria of students in the general program of instruction.

ECIA Chapter 1 Programs

Students enrolled in ECIA Chapter 1 programs must participate in the Comprehensive Reading Program as well as in the supplementary instruction prescribed by federal and state rules and regulations. Students assigned to an ECIA Chapter 1 self-contained activity must receive additional teacher-directed or student-directed independent reading instruction utilizing the supplementary materials purchased under Chapter 1. Students enrolled in pullout and other Chapter 1 activities are to receive their supplementary instruction in addition to instruction in the Comprehensive Reading Program.

Teachers funded through ECIA Chapter 1 programs assigned to the pullout activity may participate in the developmental reading (basal reader) program for one hour, four days per week. On the fifth day, these teachers will use that period of time for record keeping relative to the Chapter 1 activity.

The Chapter 1 supplementary reading activities should be supportive of the Comprehensive Reading Program. There should be ongoing communication between the Chapter 1 pullout teacher and the regular classroom teacher relative to the supplementary activities that are being provided for participating children.

MANAGEMENT AND MONITORING

The management and monitoring system of the reading program includes three forms:

- Student Reading Record Profile
- Classroom Learning Objectives Report
- School Learning Objectives Progress Chart

The Student Reading Record Profile on pages 41 and 42 is maintained by the teacher for each student. It provides a profile of individual student progress and is to be forwarded as part of the student's record as the student moves from one classroom to another, transfers to another Chicago public school, or graduates from elementary school. Directions for completing the Student Reading Record Profile are printed on the reverse side of the form. This side of the form should be completed at the end of the school year or when a student transfers or graduates.

The Classroom Learning Objectives Report on page 43 is a report from the classroom teacher to the principal indicating the number of students who have achieved a given number of learning objectives for each reporting period. At the end of each reporting period, the teacher will indicate the total number of students enrolled for that period and the number of students who have achieved each objective. This information is transmitted to the principal who completes the School Learning Objectives Progress Chart.

The School Learning Objectives Progress Chart on page 44 is a form on which the principal maintains a record of the reading progress of each classroom within the school. The room number, the grade, the instructional level, and the total number of students are to be recorded for each classroom. The number of students achieving each objective is to be marked in the appropriate box for each reporting period. The number of students promoted is to be entered at the end of the year. This form should be forwarded to the district superintendent at the end of each reporting period.

The Comprehensive Reading Program should be monitored closely by the principal and elementary school district superintendent.

CHICAGO PUBLIC SCHOOLS

STUDENT READING RECORD PROFILE

Student Name _____

I.D. No. _____ School Name _____

Place a check (✓) in each numbered box to indicate achievement of learning objectives.
Use the blank space under each grade for repeated grades. (See reverse side for directions.)

INSTRUCTIONAL LEVEL	LEARNING OBJECTIVES															
Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Grade 1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Grade 3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Grade 4	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Grade 5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Grade 6	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Grade 7	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Grade 8	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Student Name _____ I.D. No _____

READING SUMMARY PROFILE

School	School Year	Home Room	Reading Room	Assigned Grade	Instructional Level	Standardized G.E. Reading Score*	Date of Test	Net Gain or Loss
	86-87							

*The initial entry should be the spring 1985 ITBS score or the most recent standardized test score.

DIRECTIONS

1. On the reverse side, place a check in the numbered box to show the student's achievement of learning objectives.

Sample:

Grade 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	11	✓	✓	✓	15	16

If the student repeats an instructional level, indicate achievement by placing a check in the blank box immediately below the previous record.

Sample:

Grade 3	✓	2	3	4	5	✓	7	✓	✓	10	11	✓	13	✓	✓	16
		✓	✓	✓	✓		✓			✓	✓		✓			✓

2. For each student, complete the information on the Reading Summary Profile at the end of the school year or when a student transfers or graduates. Write the grade equivalent in the box marked Standardized G.E. Reading Score and the date of the test in the next box. Compute the net gain or loss. Mark it in the box, using a plus to show gain or a minus to show loss.

Sample:

READING SUMMARY PROFILE

School	School Year	Home Room	Reading Room	Assigned Grade	Instructional Level	Standardized G.E. Reading Score*	Date of Test	Net Gain or Loss
ALLENDALE	86-87					2.4	4/87	
	87-88	212	210	3	2	3.1	4/88	+.7
	88-89	301	100	4	3	4.1	4/89	+1.0
	89-90	210	310	5	4	5.1	4/90	+1.0

Comments: _____

_____

_____

CHICAGO PUBLIC SCHOOLS
READING PROGRAM

CLASSROOM LEARNING OBJECTIVES REPORT

School Year _____

Grade ___ Instructional Level ___ Room _____ Teacher _____

	Total Number of Students	Number of Students Passed
1st Reporting Period	☐	Objective 1 ..... _____ Objective 2 ..... _____ Objective 3 ..... _____ Objective 4 ..... _____
2nd Reporting Period	☐	Objective 5 ..... _____ Objective 6 ..... _____ Objective 7 ..... _____ Objective 8 ..... _____
3rd Reporting Period	☐	Objective 9 ..... _____ Objective 10 ..... _____ Objective 11 ..... _____ Objective 12 ..... _____
4th Reporting Period	☐	Objective 13 ..... _____ Objective 14 ..... _____ Objective 15 ..... _____ Objective 16 ..... _____

CHICAGO PUBLIC SCHOOLS READING PROGRAM

SCHOOL LEARNING OBJECTIVES PROGRESS CHART

SAMPLE

School Year _____

District ____ School _____ Principal's Signature _____

	Grade	4	4	4	4	4	4	4			
	Room Number	210	210	210	212	212	214	214			
	Instructional Level	4	3	5	4	3	2	3			
1st Reporting Period	Total Number of Students	8	10	14	20	12	10	22			
	Number of students achieving each objective: Objective 1										
	Objective 2										
	Objective 3										
	Objective 4										
2nd Reporting Period	Total Number of Students										
	Number of students achieving each objective: Objective 5										
	Objective 6										
	Objective 7										
	Objective 8										
3rd Reporting Period	Total Number of Students										
	Number of students achieving each objective: Objective 9										
	Objective 10										
	Objective 11										
	Objective 12										
4th Reporting Period	Total Number of Students										
	Number of students achieving each objective: Objective 13										
	Objective 14										
	Objective 15										
	Objective 16										
	Total Number of Students										
	No. Students Promoted										

Note:
This is a sample of three grade 4 classrooms with 32 students in each classroom and two or three instructional levels in each classroom.

PARENT INVOLVEMENT

Parent involvement is an integral part of a well-planned reading program. Each school should develop procedures for involving parents in the improvement of their children's reading. These may include

- conducting meetings and workshops to familiarize parents with the Chicago Public Schools Comprehensive Reading Program
- providing workshops for parents to enhance their children's reading skills
- encouraging parents to read daily to their children as well as to provide interest, motivation, and support
- publishing a newsletter for parents which includes suggestions of ways in which they can help their children in reading
- suggesting plans for individual students of ways in which their parents can help at home
- enlisting parent volunteers to read to children as well as to assist with reading activities
- providing lists of suggestions to parents for student use of the public library
- providing lists of suggestions to parents for student use of museums and other cultural institutions

Teachers and administrators are encouraged to work with parents as partners on a continuous basis in improving the reading achievement of students.

SUMMARY

The Comprehensive Reading Program incorporates all the components of a total reading program: developmental reading, critical thinking, corrective reading, remedial reading, recreational reading, and reading for enrichment. These components should be implemented using the guidelines below.

- All students, kindergarten through eighth grade, should be taught using a basal reader as the core of the reading program.
- The basal reader placement test, standardized reading tests, criterion-referenced tests, and classroom performance may be used to determine initial student placement.
- One hour per day, four days per week, should be spent using the basal reader materials. One hour, one day per week, should emphasize recreational and enrichment reading. Additionally, 30 minutes per day, five days per week, should be spent on skill emphasis, including correction, remediation, the development of higher level thinking skills, and related language arts activities.
- All students should be required to read a variety of materials.
- All students must be tested on the learning objectives by means of criterion-referenced tests.
- Students who have mastered basic reading skills should not receive repeated instruction in these skill areas.
- When a student's instructional level is below the student's assigned grade level, every effort should be made to close the gap.
- The management and monitoring system should be used to assess and report student progress.
- Parent involvement should be an integral part of the reading program.
- This entire program must be monitored closely by the principal and the elementary school district superintendent.